



WELCOME!

The Children's Academy of New Albany
New Albany-Floyd County School Corporation
New Albany, Indiana
May 13, 2009



Change is
inevitable,
growth is optional!

~Church Sign

IC TEAMS

Instructional Consultation, Assessment
and Teaming

PROGRAM DESCRIPTION:

The primary goal of the IC Team model (Rosenfield, & Gravois, 1996) is to create and maintain student success within the general education environment by supporting the classroom teacher.

Integrated System for Academic and Behavioral Supports

Tier 3:

- Few Students
- Increased Frequency
- Longer Duration

Tier 2:

- Small Group

Tier 1:

- All Students
- Preventative, Proactive

Intense,
Individualized
Support

Targeted, Supplemental
Supports

Core Curriculum, Instruction, and Learning
Environment

*Services across tiers are fluid
and data-driven*

District/Community Team
Building Core Team

Building Core Team

Grade Level Teams
Building Core Team
School Improvement Team

The model is based upon the premise that quality instructional and management programming, matched to a student's assessed entry skills, increases student success, reduces behavioral difficulties, and avoids the need for special education evaluation and placement.

Mission...

The mission of Instruction Consultation as a model of team functioning is to link people and resources at all levels whereby general, special education, and pupil service personnel share the responsibility for the education of ALL students through the *improved quality of service*.

Goal of the IC Team

ENHANCE

IMPROVE

INCREASE

Student AND Staff Performance

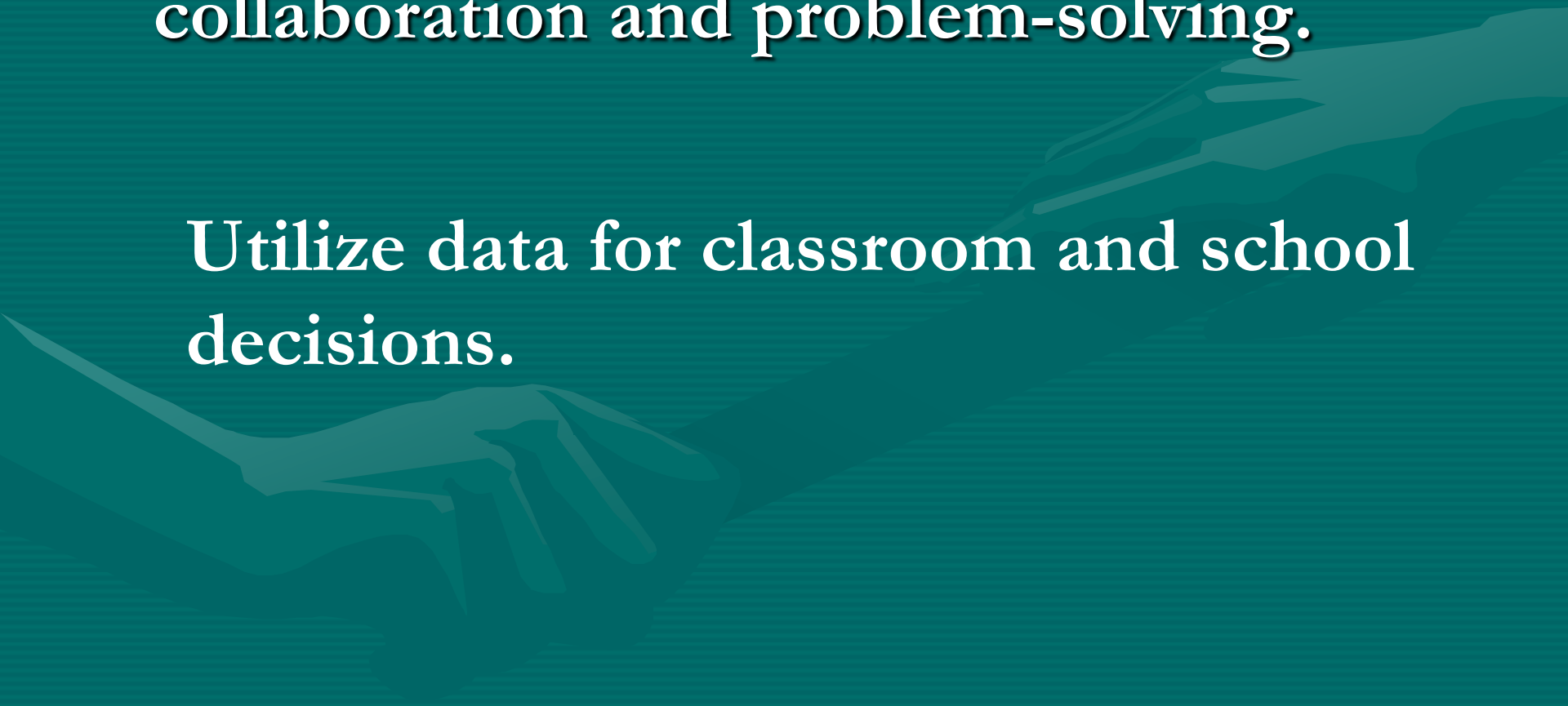
Objectives

Develop a systematic support network within the building, including a trained Instructional Consultation Team and Facilitator

Enhance teachers' skills in and application of best practices of instructional assessment and delivery

Develop school-wide norms of
collaboration and problem-solving.

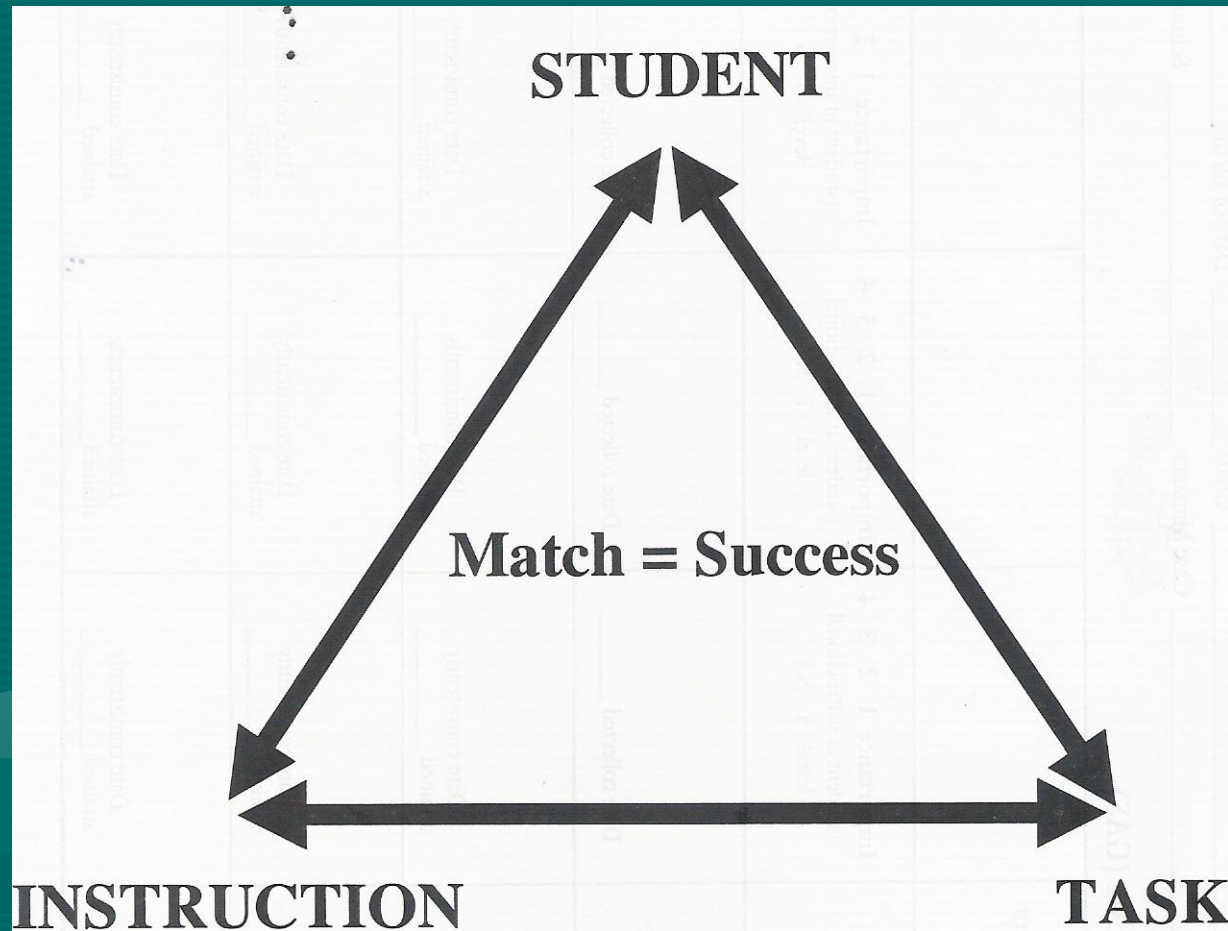
Utilize data for classroom and school
decisions.



Assumptions...

- All students CAN learn!
- The instructional match and setting is the focus of problem-solving.
- A strong problem-solving and learning community in the school is the foundation for professional and student learning.
- Change is a process, not an event!

The Triangle

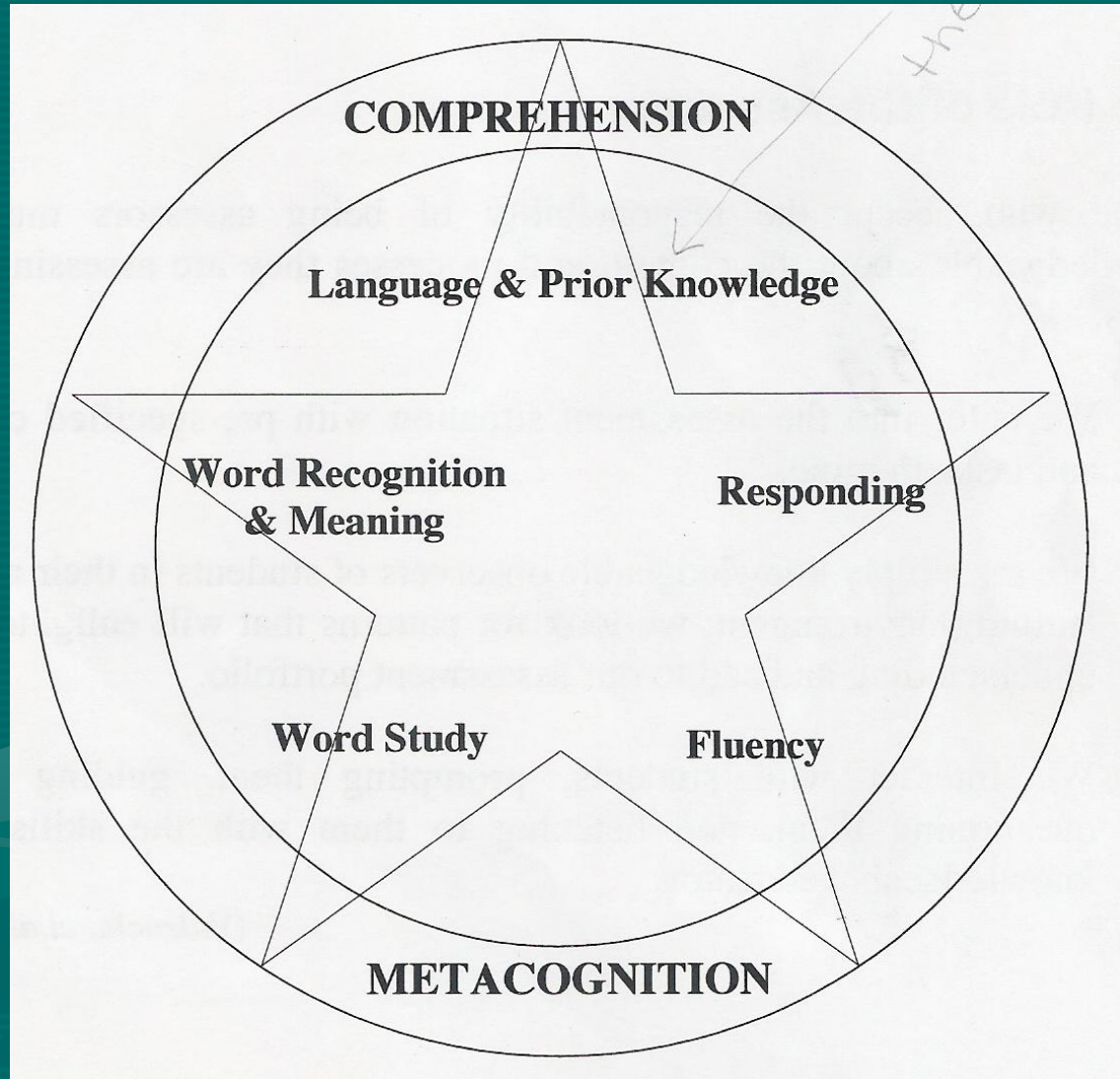


Roles and Functions...

IC TEAM FACILITATOR:

- Receives advanced training and coaching in the IC process
- Helps initiate the IC Team process into the school
- Provides support to students by supporting classroom teachers
- Supports the on-going training and development of the team
- Facilitates professional development for staff

The Star



The SDF

INSTRUCTIONAL CONSULTATION STUDENT DOCUMENTATION FORM

Student's Name _____ Grade _____ Date of Birth _____ Date Started _____
 Teacher's Name _____ Case Manager _____ School _____

GOAL ATTAINMENT SCALE (GAS)

Step 1: Initial description of concern				
Step 2: Prioritize	Importance 1 2 3 4 (student at instructional level? Y N)	Importance 1 2 3 4 (student at instructional level? Y N)	Importance 1 2 3 4 (student at instructional level? Y N)	Importance 1 2 3 4 (student at instructional level? Y N)
Step 3: Observable/measurable statement of current performance (following baseline)	Date collected _____	Date collected _____	Date collected _____	Date collected _____
Step 4: Short-term goal: Expected performance in ____ weeks (4-6 weeks)	Date consistently attained _____	Date consistently attained _____	Date consistently attained _____	Date consistently attained _____
Step 5: Interim goal: Expected behavior in ____ weeks	Date consistently attained _____	Date consistently attained _____	Date consistently attained _____	Date consistently attained _____
Step 6: Long-term goal: Expected behavior in ____ weeks	Date consistently attained _____	Date consistently attained _____	Date consistently attained _____	Date consistently attained _____

Problem Solving Stages

Δ Contracting

- Inform
- Purpose
- Focus Δ
- Collaborative Nature
- Problem Solving Process
- Time/ Data
- Gain Agreement

Δ Problem Identification & Analysis

- Specific and Observable Terms
- Instructional Assessment to establish MATCH
- Prioritize
- Baseline
- Goals (3-6 weeks)

Δ Strategy/ Intervention Design

- What?
- When?
- How Often?
- Conditions?
- Who?

Δ Strategy/ Intervention Implementation

- Have we done what we planned?

Δ Strategy/ Intervention Evaluation

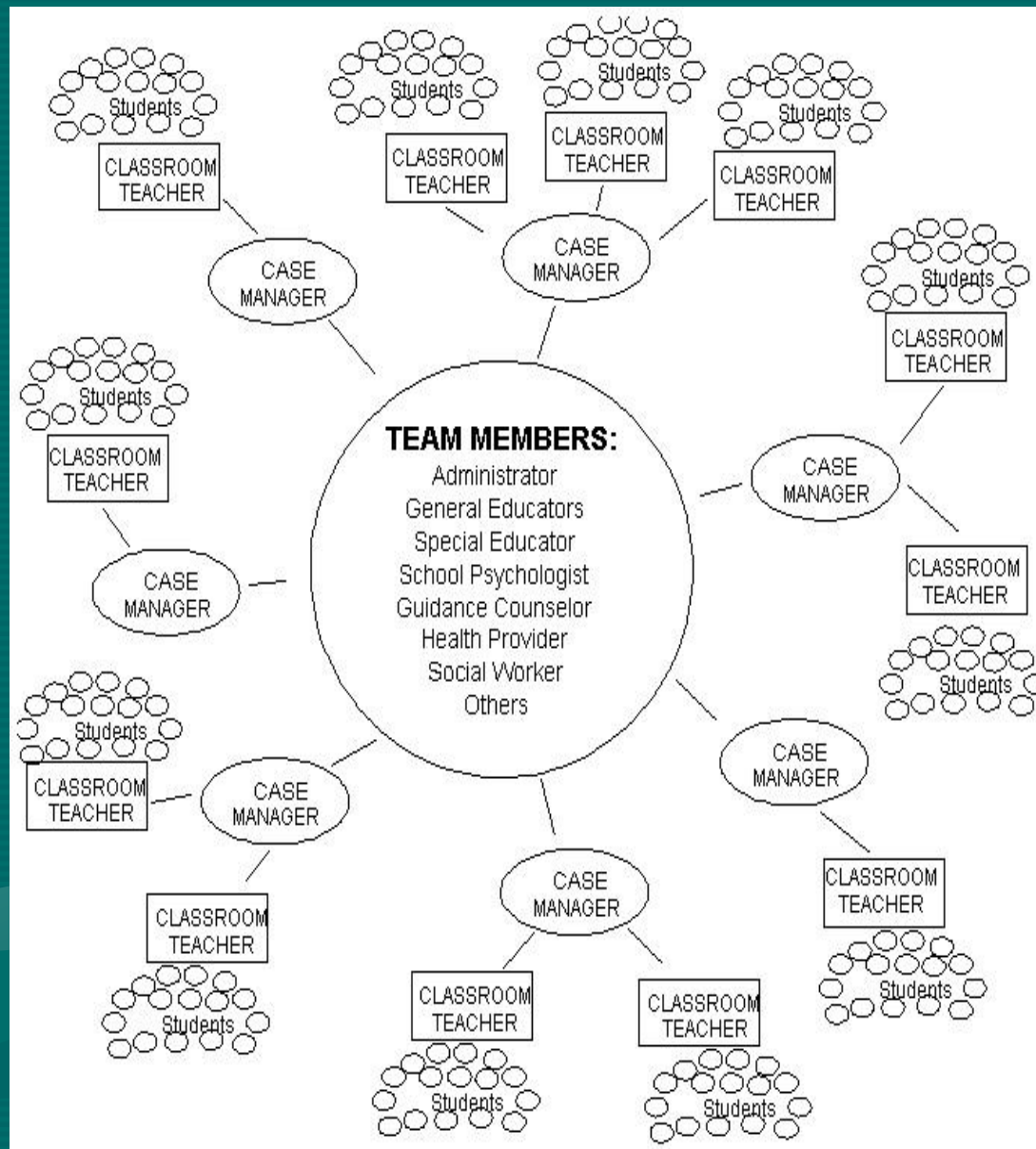
- Weekly Data Collection
- Relate to Baseline & Goals
- Connect outcomes to classroom expectations
- Conduct IA

Δ Follow-Up/ Redesign

- Revisit
- Revise
- Refine
- Re-Try

Δ Closure

- Goals Met
- Teacher's Comfort
- Strategies Embedded/ Faded



Roles and Functions

Instructional Consultation Team:

- Provides systematic support to teachers utilizing an Instructional Consultation Case Management model
- Assists in aligning school resources for student and teacher support

RESEARCH FINDINGS...

Teacher Effectiveness:

Of all the variables that have been studied to date (indicators of school socioeconomic status, class size, student variability within the classroom, etc.), the single largest factor affecting academic growth of populations of students is differences in the effectiveness of individual teachers. When considered simultaneously, the magnitude of these differences dwarfs the other factors (Sanders, 1998).

Team Member...

- Marcie Gilliam

~First Grade Classroom Teacher~



Team Member...

- Tammy Swarens

~Assistant Principal~



IC Team Program Benefits...

- Improves academic achievement and behavioral performance for students within the general education classroom
- Provides appropriate data for supporting the instruction of students not meeting expected standards
- Addresses the over identification, especially the overrepresentation of minority students, for special education
- Provides embedded professional development for staff in areas of assessment, instruction and collaborative problem solving
- Maximizes resources through coordinated, goal-directed service delivery for students and teachers
- Recaptures resources by reducing inappropriate referrals for special education

Anything worth doing, is worth doing right!

Team Member...

- Audrey Barrett

~Counselor~



Things to keep in mind...

- Full implementation requires thorough training in order to gain longevity and sustainability of the ultimate goals
- Full implementation will be a 2 to 3 year process
- Team members will *SLOWLY* rotate (staggered) off the team for new members to take on the role of case managers

Patience is a virtue!

For Further Information...

- **Lab for IC Teams**
University of Maryland
B0100K Cole Activities Building
College Park, Maryland 20742

E-mail: icteams@umd.edu
Fax: (301) 405-9995

Lab Staff

Co-Directors [Dr. Sylvia Rosenfield](#)
(301) 405-2861

[Dr. Todd Gravois](#)

(301) 405-6886 *Training & Technical Support Contact* [Dr. Todd Gravois](#)

(301) 405-6886 *Project Coordinators* [Deborah Nelson](#)

[Lauren Kaiser](#)

[Denise Stringer](#)

(301) 405-8993

LA Instructor [Dr. Edward Gickling](#) *Administrative Assistant* Danette Boone

(301) 405-7946 *Research Assistants* [Jill Berger](#)

[Kate Bruckman](#)

[Eva Yiu](#)

[Megan Vaganek](#)

[Phuong Vu](#)

(301) 405-4575